



Beech Springs Intermediate School

200 South Danzler Road

Duncan, SC 29334

Grades	5-6 Elementary School	
Enrollment	604 Students	
Principal	Chadwick L. Dowden	864-949-7600
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good
2011	Average	Average
2010	Average	Excellent
2009	Average	Average
2008	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

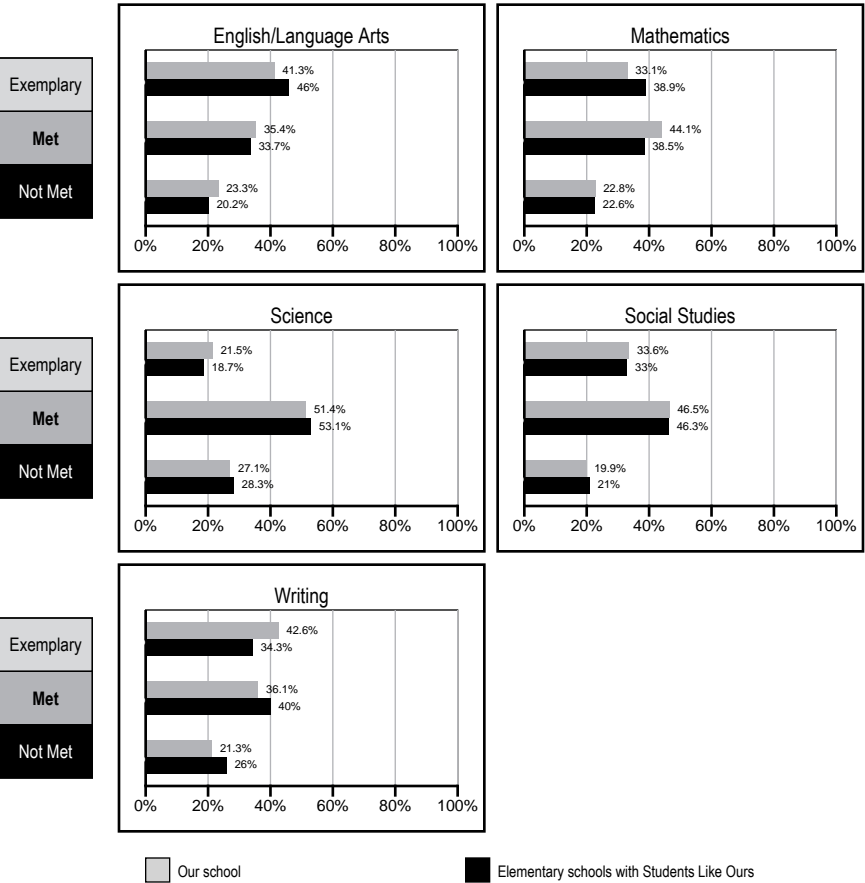
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	44	38	1	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=604)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.5%	1.0%	1.0%
Attendance rate	96.7%	Down from 96.9%	96.5%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	67.5%	Up from 56.4%	61.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.5%	Up from 81.1%	89.4%	88.7%
Teacher attendance rate	94.6%	Down from 95.8%	95.2%	95.1%
Average teacher salary*	\$47,754	Up 4.0%	\$47,380	\$47,210
Professional development days/teacher	10.5 days	Up from 7.8 days	11.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 21.7 to 1	19.9 to 1	20.0 to 1
Prime instructional time	89.8%	Down from 91.7%	90.3%	90.5%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,534	Down 1.7%	\$6,909	\$7,247
Percent of expenditures for instruction**	68.8%	Down from 68.9%	68.0%	68.2%
Percent of expenditures for teacher salaries**	67.0%	Down from 67.1%	65.9%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dear Parents,

It is hard to believe this school year is already over, but we made it through and I am so proud to be the new principal of Beech Springs Intermediate. Making decisions that are in the best interest of children is my main priority; but providing them with a staff that is committed to excellence and challenging them academically is a priority as well. In using researched based best-practices along with disaggregating data from this past year, there will be a huge difference in how our students perform on state testing. We are changing to four member teams to help teachers become more content specific and giving them all the training they can handle to help them become experts in their content. Our Related Arts/Activity classes will continue to run as normal, but the bar has been raised in these areas as well.

Overall, we had a very successful year with student service projects. The school was able to donate money to different organizations to help fund the research for fighting cancer and to help the well being of animals. Our Beta students conducted a food can drive that raised well over a 1000 cans in which we donated to the Middle Tyger Community Center. This had a direct impact with our local community since it is right down the street. We also were able to collect purses for a cause which were sold and the money used to help buy the elderly heating oil. Through these projects, students were given the opportunity to see how they could help others and bring a little joy to our community members.

Our Volunteer Organization is stronger than ever raising funds to help support our instructional needs. With their help, the school was able to purchase a wireless projector for the cafeteria, two I-Pads used for teacher observations, a digital camera that is able to take phenomenal pictures as well as videos that can be played back for students and in the process of buying the equipment needed to implement benchmark testing. This will directly impact student performance by giving the school immediate feedback for teachers to use in planning, so that they can better serve the needs of our students.

I'm excited about the future of BSIS and know that next year will be even more of a success than this year. With our continued community support, especially from our parents, there will be improvements and growth with our students academically. That is something to get excited about.

Chad Dowden, Principal
Sandy Freeman, Chairman, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	297	173
Percent satisfied with learning environment	84.2%	74.6%	92.9%
Percent satisfied with social and physical environment	93.0%	74.7%	89.4%
Percent satisfied with school-home relations	78.9%	87.9%	88.4%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	90.7
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Beech Springs Intermediate School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	669.1	659.7	642.8	638.7	100.0	100.0
Male	662.6	660.1	636.5	647.9	100.0	100.0
Female	674.7	659.3	648.5	631.1	100.0	100.0
White	678.4	670.2	656.9	643.9	100.0	100.0
African American	651.3	630.6	592.3	635.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	637.0	635.3	627.8	603.1	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	617.9	593.3	570.7	592.1	100.0	100.0
Limited English Proficient	643.3	644.6	629.9	595.3	100.0	100.0
Subsidized meals	657.9	646.6	634.8	627.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Grades 6-8

All Students	653.1	648.0	620.2	652.8	100.0	100.0
Male	652.9	648.9	621.6	654.3	100.0	100.0
Female	653.3	647.1	618.7	651.3	100.0	100.0
White	662.5	656.9	629.4	659.7	100.0	100.0
African American	635.3	630.6	606.0	631.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	637.0	635.3	627.8	603.1	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	610.0	591.1	594.3	603.3	100.0	100.0
Limited English Proficient	619.7	630.7	600.2	659.6	100.0	100.0
Subsidized meals	643.9	641.3	614.0	647.7	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	306	100	19.6	46.4	34	80.4
	6	288	100	21.8	38.5	39.6	78.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	295	100	17.3	40.6	42	82.7
	6	313	100	28.5	29.9	41.6	71.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	306	100	21.6	38.1	40.2	78.4
	6	288	100	21.5	41.5	37.1	78.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	295	99.7	19.1	42.2	38.7	80.9
	6	313	100	25.8	46	28.2	74.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	154	98.1	28.3	50.3	21.4	71.7
	6	144	98.6	32.6	57.8	9.6	67.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	145	100	20.9	47.5	31.7	79.1
	6	162	98.8	31.1	55.6	13.2	68.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	152	100	23.6	47.9	28.5	76.4
	6	144	100	21	50.7	28.3	79
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	151	99.3	22.2	42.4	35.4	77.8
	6	151	100	16.6	52.4	31	83.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	307	100	17.1	43.8	39	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	297	97	21.3	36.1	42.6	78.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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